

Individualized Education Program (IEP) Implementation in an Inclusive Setting

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Essential Question:



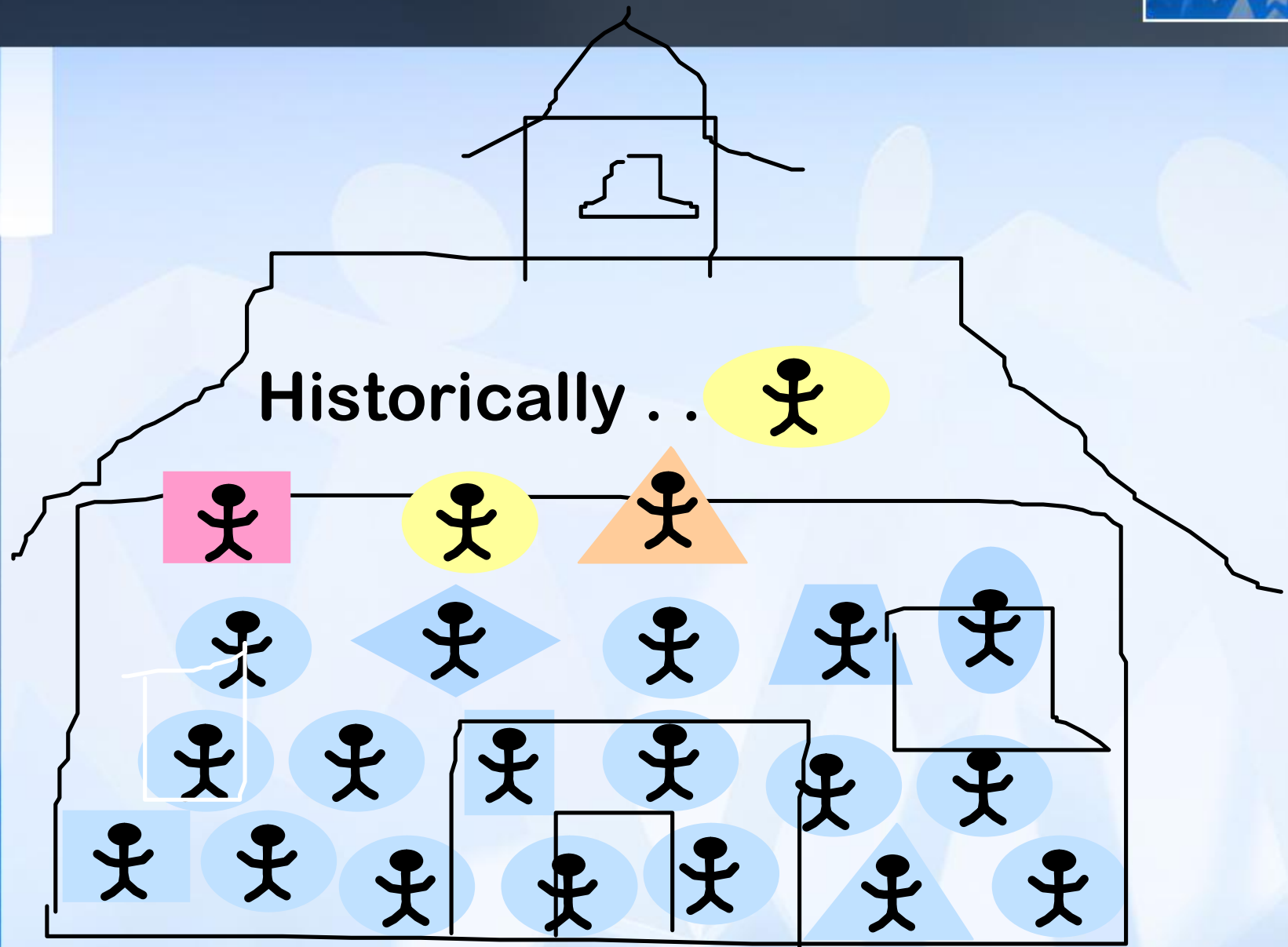
How can we ensure that students with special needs in the District of Columbia receive a Free and Appropriate Public Education within the Least Restrictive Environment through high quality instruction?

Participants will:



- Understand the evolution of inclusion and the benefits for all students
- Be able to write differentiated unit and lesson plans to meet the needs of students with IEPs
- Distinguish between accommodations and modifications that are effective in helping students with disabilities access the general education curriculum
- Identify tools for monitoring student progress.

Students





Evolution of Inclusion (Definitions)

In a school with MAINSTREAMING

In an INTEGRATED School

* Adapted from Gee, K. (2002) Looking closely at instructional practices: honoring and challenging all children and youth in inclusive schools. In Whole school success and inclusive education. Sailor, W. (ed) 123-138.



Inclusion

✓ The practice of providing a child with disabilities with his or her education within the general education classroom, with the supports and accommodations needed by that student. The inclusion typically takes place at the student's neighborhood school. – (NICHY, 1995)



What is an inclusive environment?

Think-Pair-Share



The Focus of Inclusive Environments:



- ✓ Development of regular school and classroom communities that nurture and support the educational and social needs of every student in attendance

Stainback & Stainback



FEDERAL LEGISLATION (IDEA) THE LEAST RESTRICTIVE ENVIRONMENT (LRE)

Individuals with Disabilities Education Act: (IDEA) does not use the term 'inclusion.' It does require that learners be educated in the Least Restrictive Environment (LRE)

Key Elements of an Inclusive School



- Division and building-level consensus
- Ongoing collaboration
- Individualized goals weaved into general activities
- Provision of time
- Strong administrative support
- Parental involvement
- Strong peer networks
- Use of natural supports

Thinking about Inclusion



- What does this student need to be able to do to be successful in my classroom?
- How does the classroom need to operate in order for this student to be successful?

General Educators and Special Educators...



- Must work in partnership to meet the needs of students with IEPs
- Neither side can be expected to do it alone
- Have to look at the big picture of support for any given student



Shared roles in the instructional process:



- Share information about progress in the general curriculum
- Share information about the classroom environment related to progress
- Assist in developing and implementing positive behavioral supports
- Assist in identifying and utilizing accommodations and modifications needed for the student to be successful
- Contribute to decision making about participation in standardized testing

More shared responsibilities:

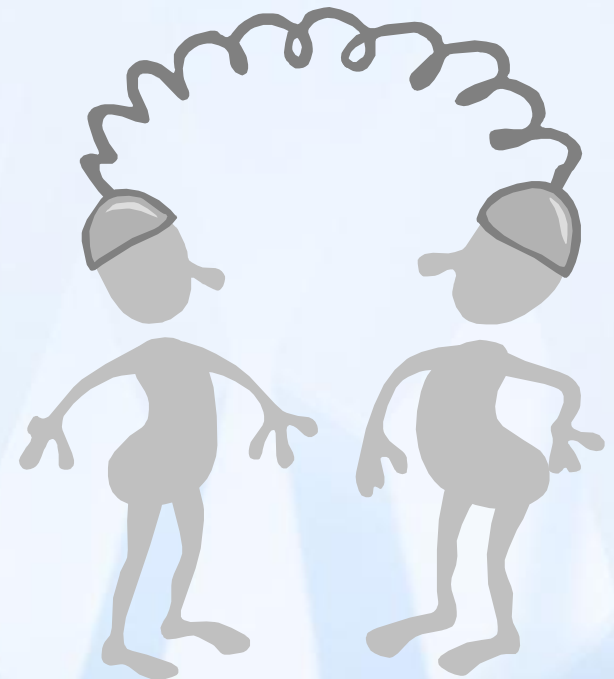


- Advocating
- Interacting
- Collaborating
- Teaching
- Innovating
- Implementing the IEP

What should support look like in your classroom?



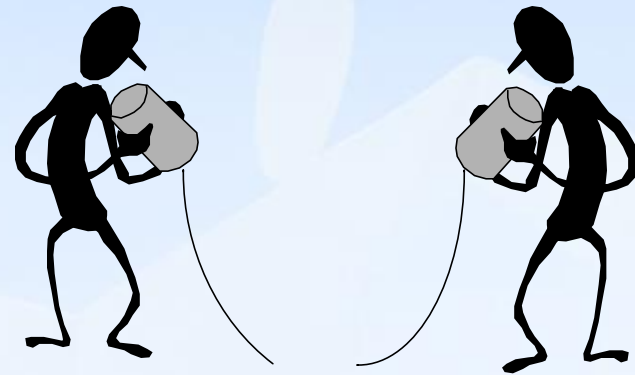
- Consultation
- Collaboration
- Co-Planning
- Co-teaching

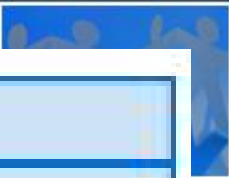


The Four Pitfalls



- The Aide
- The Rescuer
- The Only Expert
- Possessiveness





S	Show concern for the targeted student.
H	Have faith in yourself and your targeted student.
E	Examine your classroom.
W	Write down the targeted student's strengths and limitations.
I	Include skills, learning preferences, and behaviors specific to your classroom.
L	Line up student and classroom characteristics as those that facilitate, provide barriers, or are neutral for the individual student's learning success.
L	List 1-3 classroom characteristics you could modify and skills you could teach.
S	Select and implement adaptation(s) and goal(s).
U	Use effective teaching principles to teach goals.
C	Collaborate with others as needed.
C	Change adaptations and instruction as necessary.
E	Evaluate results.
E	Exit here OR
D	Do again.

Mary Anne Prater, Council for Exceptional Children

Tools for Collaboration



- IEP-at-a-glance
- Differentiated Instruction
- Co-planning
- Pull-asides (for intensive instruction)





Activity One

IEP-at-a-Glance

Know your student's strengths and limitations

Co-Planning: Why do it?

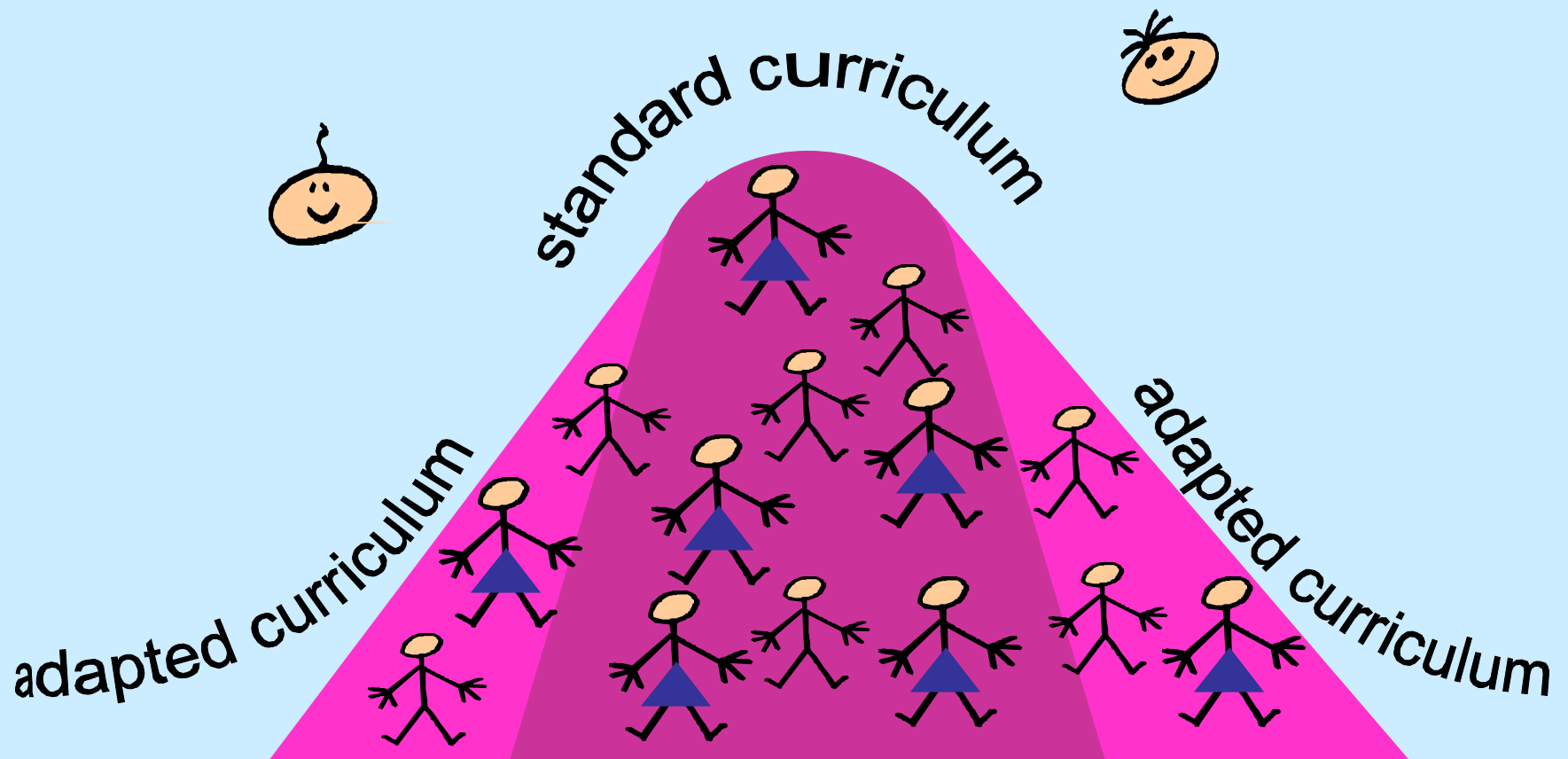


- Research
- Power in partnerships

Co-Planning: What does it take?

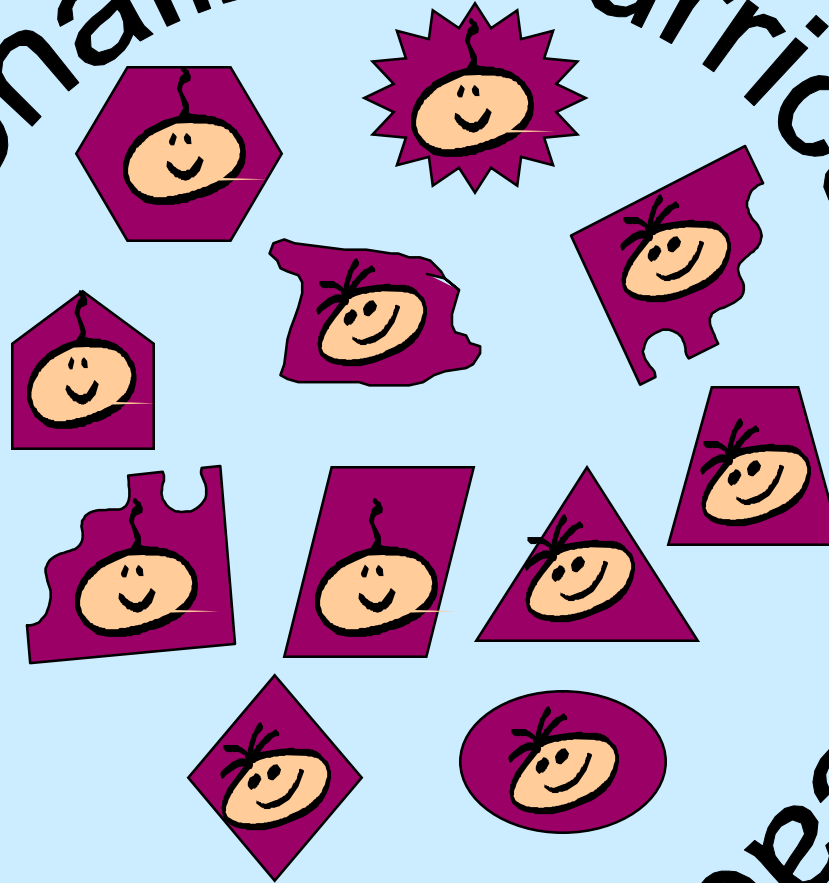


- Time
- Commitment to co-planning
- Regularly scheduled planning times
- Motivation to meet the needs in a diverse classroom
- Sharing of ideas, materials, strategies
- Both partners bringing important elements to the “pot”
- Prioritizing needs
- Capitalize on different styles to improve instruction for all





personalized curriculum & teaching



What Is Differentiation?



- A teacher's response to learner needs
- The recognition of students' varying background knowledge and preferences
- Instruction that appeals to students' differences

Teachers Can Differentiate

```
graph TD; A[Teachers Can Differentiate] --> B[Content]; A --> C[Process]; A --> D[Product]; E[According to Students'] --> F[Readiness]; E --> G[Interest]; E --> H[Learning Profile]
```

Content

Process

Product

According to Students'

Readiness

Interest

Learning
Profile

Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999).

Discussion Question



What are you already
doing to differentiate
instruction in your
classroom?

Think-Pair-Share



Differentiation Strategies



- All strategies are aligned with instructional goals and objectives.
- Specific strategy selection based on
 - Focus of instruction
 - Focus of differentiation

Differentiation Strategies (continued)



Jigsaw

Group 1: Compacting

Group 2: Independent Study

Group 3: Interest Centers or Interest Groups

Group 4: Flexible Grouping

Examples of Differentiation Strategies



- Choice Boards
- Tiered Activities
- Learning Contracts

Diner Menu – Photosynthesis

Appetizer (Everyone Shares)

- Write the chemical equation for photosynthesis.



Entrée (Select One)

- Draw a picture that shows what happens during photosynthesis.
- Write two paragraphs about what happens during photosynthesis.
- Create a rap that explains what happens during photosynthesis.



Side Dishes (Select at Least Two)

- Define respiration, in writing.
- Compare photosynthesis to respiration using a Venn Diagram.
- Write a journal entry from the point of view of a green plant.
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.



Dessert (Optional)

- Create a test to assess the teacher's knowledge of photosynthesis.



THINK-TAC-TOE

Book Report

Draw a picture of the main character.	Perform a play that shows the conclusion of a story.	Write a song about one of the main events.
Write a poem about two main events in the story.	Make a poster that shows the order of events in the story.	Dress up as your favorite character and perform a speech telling who you are.
Create a Venn diagram comparing and contrasting the introduction to the closing.	Write two paragraphs about the main character.	Write two paragraphs about the setting.

Tiered Activity – Writing a Persuasive Essay

4th–6th Grade Classroom

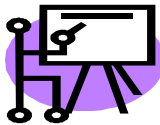
	Beginning	Intermediate	Advanced
Outcome/ Objective	Students will determine a topic and will write a five-sentence paragraph with a main idea, three supporting sentences, and a concluding sentence.	Students will determine a topic, state a point of view, and write two paragraphs defending that point of view.	Students will determine a topic, state a point of view, and write an essay of at least five paragraphs that uses multiple sources to defend that point of view.
Instruction/ Activity	Students will receive a model of a five-sentence paragraph and explicit instruction in constructing the paragraph. As a prewriting activity, students will list their topic and develop a list of at least three things that support their topic.	Students will receive a model of a persuasive essay and a graphic organizer that explains the construction of a persuasive essay. Students will also receive explicit instruction in writing a persuasive essay. As a prewriting activity, students will use the graphic organizer to plan their writing.	Students will review the graphic organizer for a persuasive essay. Students will be given explicit instruction in locating sources and quotes for their essays. As a prewriting activity, students will use the graphic organizer to organize their essay. Students will also compile a list of five sources that defend their main point.
Assessment	Students will be able to write a five-sentence paragraph that successfully states and supports a main idea. The paragraph will meet the criteria on the state writing rubric.	Students will be able to state a point of view and successfully defend the idea using two paragraphs that defend the point of view using main ideas and supporting details. The paragraphs will meet the criteria on the state writing rubric.	Students will be able to write a five-paragraph essay that states a point of view, defends the point of view, and uses resources to support the point of view. The essay will meet the criteria on the state writing rubric.

Learning Contract #1

Name _____



To find out about my question or topic...



Learning Contract #2

To demonstrate what I have learned about _____, I want to

- | | |
|--|--|
| <input type="checkbox"/> Write a report | <input type="checkbox"/> Design a mural |
| <input type="checkbox"/> Put on a demonstration | <input type="checkbox"/> Write a song |
| <input type="checkbox"/> Set up an experiment | <input type="checkbox"/> Make a movie |
| <input type="checkbox"/> Develop a computer presentation | <input type="checkbox"/> Create a graphic organizer or diagram |
| <input type="checkbox"/> Build a model | <input type="checkbox"/> Other _____ |

This will be a good way to demonstrate understanding of this concept because

To do this project, I will need help with

My Action Plan is _____

The criteria/rubric which will be used to assess my final product is _____

My project will be completed by this date _____

Student signature: _____ Date ____/____/____

Teacher signature: _____ Date ____/____/____

Assessment in the Differentiated Classroom



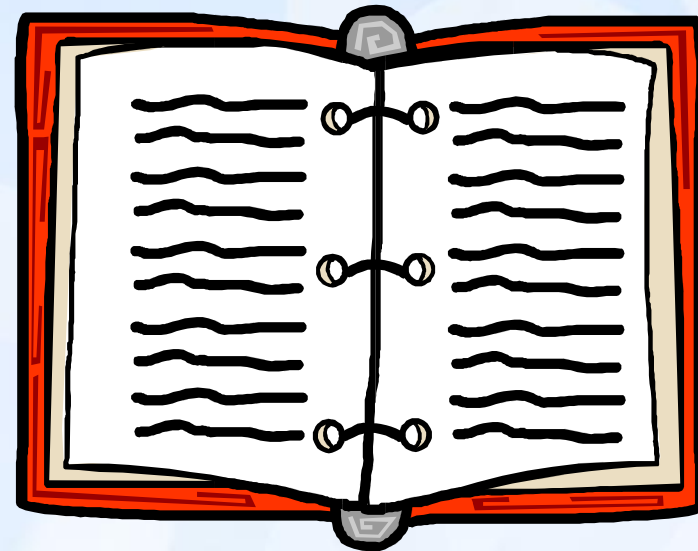
- Ongoing
- Instruction-dependent
- Student-dependent
- Informative for continued instruction



Tips for Implementing Differentiated Instruction: Your Classroom



- Start slowly.
- Organize your classroom space.



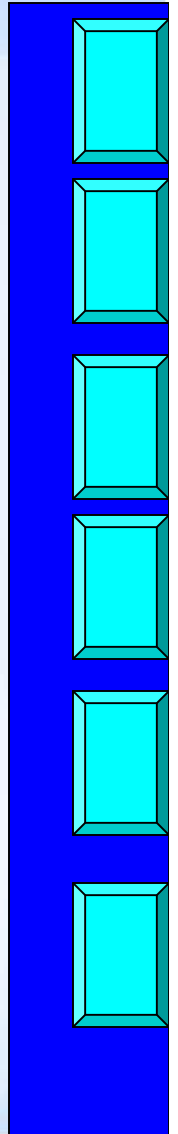
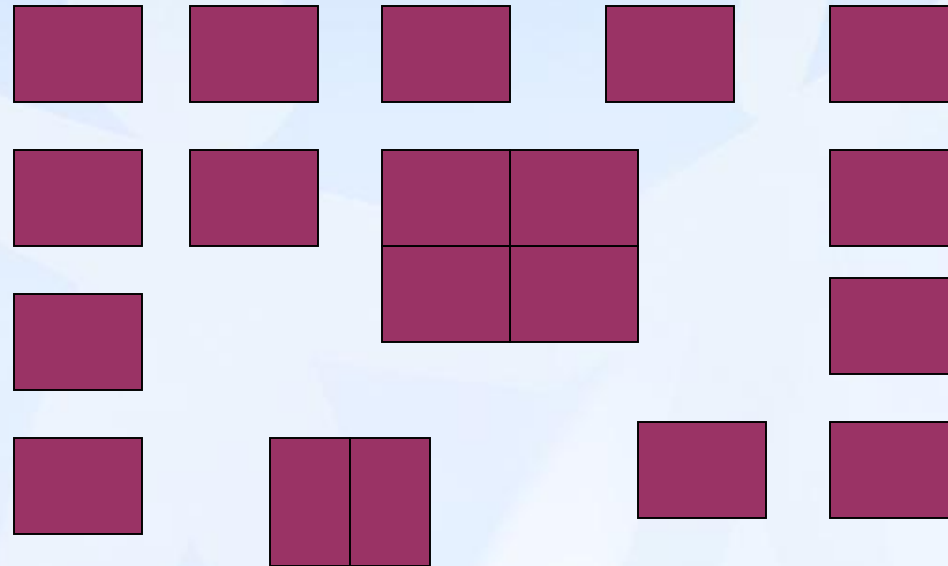


Teacher
Station 1



Inboxes

Bookshelf



Teacher
Station
2

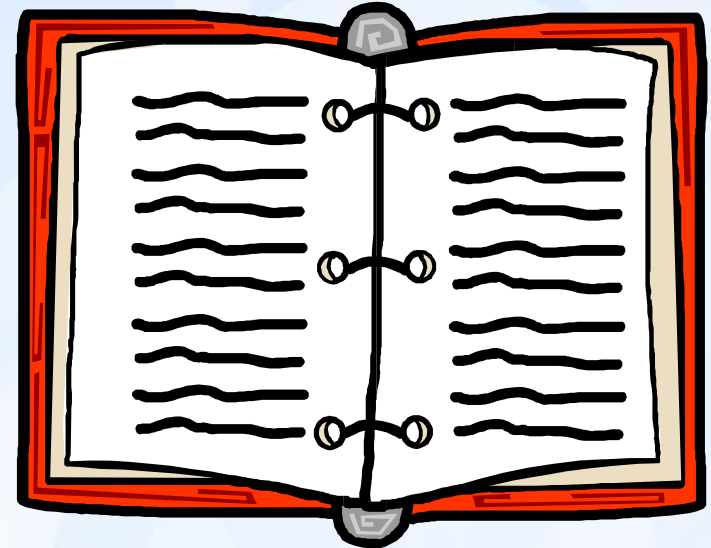
Schedule

Group
Assignments

Tips for Implementing Differentiated Instruction: Your Classroom (continued)



- Start student files.
- Start student portfolios.
- Use a clipboard.
- Use technology.



Implementing Differentiated Instruction: Your District or School



- Start with committed staff.
- Look for existing resources/infrastructure.
- Start with one or two strategies.
- Try it and be willing to alter and extend.

Implementing Differentiated Instruction: Additional Considerations



- Teacher support
- Professional development
- Adequate planning time



Activity Two

Unit Planning And Lesson Planning

Take a closer look: The Planning Pyramid



- Might be done during co-planning
- Could be used in team planning
- Might be done on your own



Co-Planning Process



- Gain trust and commitment
- Increase involvement in curriculum
- Intensify planning sessions
- Maintain co-planning relationships

Efficient Classroom Level Planning



- Co -Teachers should show a shared commitment and enthusiasm
- Both teachers' names should be posted on the door and in the classroom
- All meetings and correspondence with families should reflect participation from both co-teachers
- Skilled planners trust the professional skills of their partners

Efficient Classroom Level Planning



- Efficient planners design learning environments for their students and for themselves that demand active involvement.
- Efficient co-planners create learning and teaching environments in which each person's contributions are valued.
- Efficient co-planners develop efficient routines to facilitate their planning.
- Planning skills improve over time.

Two Stages of Classroom Co-Planning



1. Getting to know each other
2. Weekly co-planning

Getting to Know Each Other



- Ease into working with one another
- Deal with the “little” things first
- These typically become the deal-breakers down the road, and preventing these road blocks early can make life easier.

Walther-Thomas, Bryant, & Land, 1996

Co-teaching: The Six Approaches



- One teach, one observe
- One teach, one assist
- Parallel teaching
- Station teaching
- Alternative teaching
- Team teaching



NOT HIERARCHICAL

Accommodations



- No change to the content or performance expectations
- No change in the standards specified for the students
- The accommodations address the diverse learning needs across all subject areas
- Consideration has been made regarding:
 - Presentation of the teaching material: Visual, auditory, tactile or kinesthetic
 - Instructional Grouping
 - Adjustment to Planning and Scheduling Timeline
 - Learning styles that foster achievement
 - Additional supports that student/s may require: Peer Tutoring, paraprofessional support, assistive technology
 - What methods will be used for motivation and reinforcement
 - Whether pre-teaching the lesson is needed

Examples of Accommodations



- taped books
- math charts
- additional time
- oral test
- oral reports
- preferred seating
- study carrel
- amplified system
- Braille writer
- adapted keyboard
- specialized software

Modifications



- Be aware of what knowledge and skills are being assessed to determine whether the instructional focus on what students will need to do in an assessment is being maintained
- Subject matter needs to be altered
- The performance expected of the student/s is changed
- Keeping the subject matter and essential curricular goals and standards the same but considering changing the materials used in the lesson.
- Teacher will design new material and tasks for individual children that mirror the general education curriculum.
- Using a textbook or text in the same subject matter but that is below that grade level of the class.

Examples of Modifications



- Second language exemptions
- Withdrawal from specific skills
- Include student in same activity but individualize the expectations and materials
- Student is involved in same theme/unit but provide different task and expectations



Tracking and Monitoring Student Progress

Using a Variety of Assessment Tools



- Curriculum based measures (CBMs)
- Benchmark Assessments
- Interim Assessments
- Diagnostic assessments
- Summative assessments

CBMs



- Help teachers keep track of student progress in a specific area of basic skills
- Motivates students by giving them an explicit goal and clear feedback on progress
- Help teachers “catch” students who are failing to make progress
- Alert teachers to the need for change in the instructional process

Benchmark Assessments



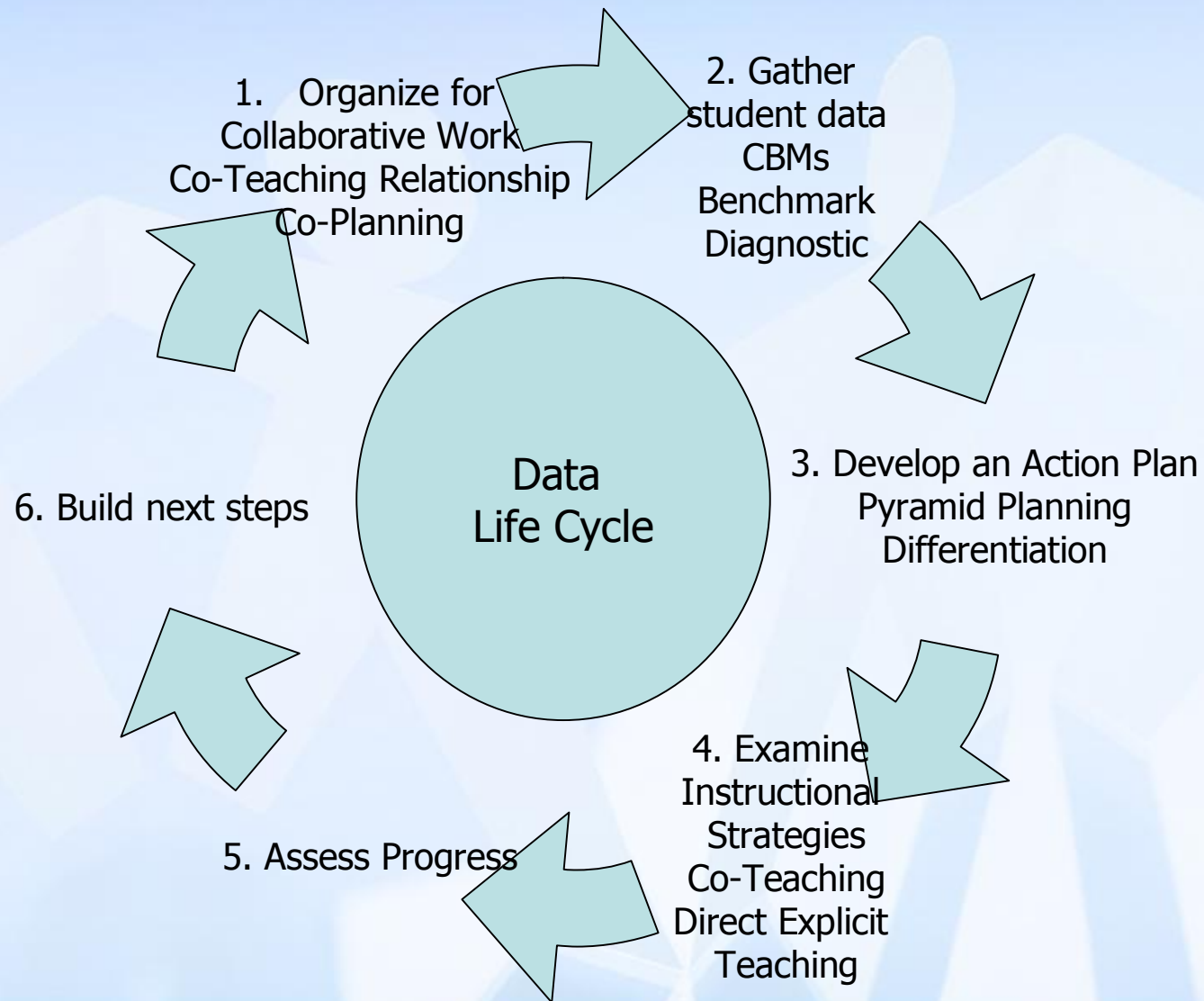
- Support tool for teachers designed to give them more frequent analysis on a strand-by-strand breakdown of what students (individually and as a class) know or do not know, and to assist them in adjusting their instruction as necessary
- For both general and instruction through the curriculum and anticipating state test results
- Given three to four times per year

Diagnostic Assessments



- In-depth, reliable assessment of target skills
- Used for planning more effective instruction
- Results should be used for intervention

Data Wise Improvement Cycle





Questions and Answers

Contact Information



- Charlene Roach-Glymph
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Specialist-Least Restrictive Environment
and Inclusive Practices

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Resources



Differentiated Instruction

Essential Question: How do I effectively and efficiently reach all students in a heterogeneous environment



[Differentiated Instruction: A Scavenger Hunt](#)



Start here!! [Determine your own learning style](#)

new!

[Adapt Lessons to Reach All Students](#)

new!

[Talking Brain](#)

Differentiated Instruction: A Hotlist of Web Sites

Basic Understandings

What are the specific characteristics and behaviors of a particular group of students?

Learning Styles

[How to Adjust Your Teaching Style to Students' Learning Style](#)
[Learning Styles and 4mat system](#)

[Find Out Your Learning Style](#) – online test
[Four Learning Styles](#)

Multiple Intelligences

[Multiple Intelligences - 8 Ways of being Smart](#)
[Multiple Intelligences - Reflection sheet](#)
[Multiple Intelligences](#)

[Technology and Multiple Intelligences](#)
[Learning Styles and Multiple Intelligences](#)

What methods would you use to enhance learning?

Teaching Strategies

[Ways to -Differentiated Instruction](#)

[MiddleWeb's Teaching Strategies resources](#)

[Strategies for Differentiating](#)

[Layered Curriculum](#)

[Critical and Creative Thinking - Bloom's Taxonomy](#)



What does that look like in my classroom?

Lesson Plans

[How to Plan For Differentiate Instruction](#) - Scroll down for content

[Lesson-Unit Template](#)

[Sample Lesson Plans and Unit Sheets](#)

[Planning a Lesson](#)

[Sample lesson plan-The Cay](#)

[Lesson Planning Template](#)

[Differentiated Instruction - Elementary](#)

Classroom Management

[Differentiating Instruction -strategies](#)

[Graphic Organizers](#)



Learning Resources: Graphic Organizers



What are Kidspiration and Inspiration?

What are some different graphical organizers I could try?

How can graphical organizers be used in learning?

Graphic Organizers in the Classroom

Visual thinking can be expressed in many ways. Graphic organizers are one way for visual thinkers to arrange their ideas. There are unlimited ways to express these visual ideas. Graphic organizers have many names including visual maps, mind mapping, and visual organizers. Although many students plan with paper and pencil, technology tools can be very helpful because they allow easy editing.

Graphic organizers can be used in all phases of learning from brainstorming ideas to presenting findings. They can be used individually or in large groups. For example, some teachers like to create a class concept map as a large group to review at the end of a unit or develop a character map while reading a book aloud to the class. These tools are particularly useful in activities that require critical thinking skills.

Read [Inspired Investigations](#) by Jamie McKenzie in (From Now On, 12(5), January 2003).



Read [Methods for Measuring the Influence of Concept Mapping on Student Information Literacy](#) by Carol A. Gordon. SLMR, 5, 2002.

Advantages of Graphic Organizers

Why use graphic organizers in student projects? Shouldn't students be writing paragraphs and reports? There are a number of answers to these questions. First, these organizers are a way to encourage students to think about information in new ways. With writing, it's easy for students to copy from one place to another. With graphic organizers, you remove the words and focus on the connections. Second, they are a great tool for activities that ask students to review concepts and demonstrate their understanding. They can easily make changes and take different perspectives. In other words, it helps students clarify their thinking. Third, a huge amount of information can be shared on a single picture to provide the "big view" of a topic. Fourth, it's easy to edit, revise, and quickly add to a visual map. Fifth, graphic organizers can be used as a nice planning tool from information identification to product development. Finally, they are great for visual thinkers or those that need to practice their visual thinking. Read about using [Concept Mapping before Searching](#).

Explore the following links for lots of classroom examples.

- [Inspiration in the Classroom](#)

<http://www.internet4classrooms.com/di.htm>



Helping teachers use
the Internet effectively

[Links for K-12 Teachers](#) | [Assessment Assistance](#) | [On-Line Practice Modules](#) | [Daily Dose of the Web](#)

Differentiated Instruction

[Instructional Theory](#) | [Practical Tips](#) | [Multi links](#) | [Sample Units](#) | [Other Documents](#)

Links verified 5/22/06

[Learning Styles Inventory Test](#) - a quick questionnaire designed to determine your personal learning style

[Learning Styles Test](#) - more detailed questionnaire with explanations and help to address the weakness and strengths, results shown on a continuum


Instructional Theory

1. [AllKindsOfMinds](#) - "Take a close look at the skills that must be mastered, the neurodevelopmental factors that may influence student's success, and common obstacles that students may encounter on the road to mastery"
2. [The Art of Differentiation - Moving from Theory to Practice](#)
3. [Bloom's Revised Taxonomy](#) - posters and explanations
4. [Curriculum Differentiation](#) - An overview of the research into the curriculum differentiation educational strategy
5. [Differentiated Instruction](#) - What is it?
6. [Differentiated Instruction](#) - Teaching strategies, lesson plans, understanding the basic concept.
7. [Differentiating Instruction](#) - Finding Manageable Ways to Meet Individual Needs. When students are diverse, teachers can either "teach to the middle" and hope for the best, or they can face the challenge of diversifying their instruction.
8. [Differentiated Instruction](#) - Scavenger Hunt
9. [Differentiated Instruction Resources](#) -
10. [Differentiating Instruction For Advanced Learners In the Mixed-Ability Middle School Classroom](#) - By Carol Ann Tomlinson
11. [Differentiated Instruction and Implications for UDL Implementation](#) - from CAST
 1. [Teaching Every Student](#)
 2. [Tools and Activities](#) - This section of Teaching Every Student supports strategic learning by offering tutorials, tools, templates, and activities to help teachers put UDL into practice.
12. [Differentiated Instruction](#) - This article first appeared in *Classroom Connect* magazine, February, 2003. (posted on Dr. Gus' site with permission from Classroom Connect)
13. [Finding Lost Children Through Differentiated Instruction](#) - Article - "If the work matches my needs, I do better."
14. [Mapping a Route Toward Differentiated Instruction](#) - (by Carol Ann Tomlinson) striving to maximize the capacity of each learner
15. [Maximizing Learning in Inclusive Classrooms](#) - Teachers who use a variety of organizational, graphic, and mnemonic aids help all students make better sense of the curriculum (a curriculum update from ASCD)
16. [Reconcilable Differences? Standards-Based Teaching and Differentiation](#) - Standards-based instruction and differentiated learning can be compatible approaches in today's classrooms. (from the magazine Educational Leadership)
17. [Towards inclusive schools: a study of how a teacher facilitate differentiated instruction](#) - a long, scholarly paper presented at the European Conference on Educational Research, Edinburgh, 20-23 September 2000.
18. [Totally Positive Teaching: A Five-Stage Approach to Energizing Students and Teachers](#) - Chapter One- Meeting Mutual Needs
19. [What Differentiated Instruction Is, and Is Not](#)

<http://www.plpsd.mb.ca/division/differen.htm>



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[Curriculum Guides/Reports](#)
[Feasibility Study](#)
[School Field Trips Guide](#)
[Crisis Response Plan](#)
[Technology Resources](#)
[Job Postings](#)
[Foreign Students](#)
[Tenders](#)
[Histories of Rural Schools](#)

Differentiated Instructional Strategies for Teaching & Learning

The *Success For All* Committee, established during the 1996-97 school year, outlined a three-year plan for the implementation of the strategies from the *Success For All Learners* document. The committee's primary goal was to promote the use of differentiated instructional strategies in the division's classrooms. The consistent use of these strategies in all schools and from grade to grade was seen as the best way to enhance the learning of all students within the division. In order to achieve the primary goal, a secondary goal of the committee was to develop a division-wide continuum of best instructional strategies. This continuum would be used as a guideline so that teachers from school to school and from grade to grade would know what to expect from the students entering their classrooms.

This brochure is the final result of the process to develop the continuum.

NOTE: The strategies described in this brochure should serve as a guideline for the teachers at each grade level but are not meant to limit each teacher. The strategies may be adapted to each teacher's need and grade level. Also, there are many other excellent strategies described in various curricula guides that may be used or adapted by teachers.

 You will need ADOBE ACROBAT to read these documents. 

Click here for a copy of the brochure in pdf format: [Differentiated Instruction brochure](#) (1.03 mb pdf file)

For a summary of the order and location of the strategies in pdf format click here: [Order and Location of the Strategies Listed in the Brochure](#)

"Dedicated to the Pursuit of Excellence"

Updated on May 12, 2006

This page has an Excellent 36-page handout

<http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm>



Bloom's Revised Taxonomy



"Think left and think right and think low and think high. Oh, the thinks you can think up if only you try!"

(Theodor Seuss Geisel)

Bloom's Revised Taxonomy of cognitive objectives is one of the best ways to differentiate the curriculum to meet the needs of your students. Because of its six levels of thinking, Bloom's Revised Taxonomy can provide a framework for planning units that incorporate low to high-level thinking activities. Therefore, when we use Bloom's Revised Taxonomy as a planning framework we can plan for student thinking at all levels.

☀ [Bloom's Revised Taxonomy PowerPoint Presentation](#) (378 KB)

An introduction to Bloom's Revised Taxonomy including a very thorough breakdown of each of the six levels of the revised taxonomy. Includes a list of useful print and internet resources. This presentation would be useful to use in a professional development session to introduce Bloom's Revised Taxonomy to teachers.

☀ [Bloom's Revised Taxonomy One Page Poster](#) (102 KB)

This one page colour poster introduces the revised taxonomy- it provides the headings and brief explanation for each level of the taxonomy. This poster is best printed in colour and laminated to display in the classroom for easy reference.

☀ [Bloom's Revised Taxonomy Poster Set](#) (110KB)

A set of six colour posters, each one featuring one of the six levels of the taxonomy: Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Each poster features a brief definition of the term and includes sample thinking skills (verbs) that feature within that particular level of the taxonomy.

☀ [The "New Blooms" Posters](#)

Click above to link to a lovely set of colourful "blooming" posters- one level per "bloom". Download and print these posters from Swan Hill College in Victoria.

http://www.kn.sbc.com/wired/fil/pages/listd ifferensp.html



Differentiated Instruction Hotlist An Internet Hotlist on Differentiat. Instr.

created by spalfrey
[Falmouth Public Schools](#)

[Introduction](#) | [Overview](#) | [Samples](#) | [Extended Lessons](#) | [Tools](#)

Introduction

The links below should be helpful resources for using technology to support differentiated instruction in addition to the book we are using, *Differentiated Instruction Using Technology: A Guide for Middle and High School Teachers* by Amy Benjamin (Larchmont, NY, Eye on Education www.eyeoneducation.com, 2005)

The Internet Resources

- [Apple Computer](#) -

Overview

- [Differentiating Math Instruction](#) - A general overview of how one can differentiate instruction in math.
- [Eisenhower National Clearing House - Information on Differentiated Instruction](#) - Link to articles by Carol Ann Tomlinson and other resources
- [Information on Faculty Study Groups](#) - A clear guide for structuring a faculty study group.
- [Scaffolding for Success by Jamie McKenzie](#) - How and why to build structures into the research process to support student learning
- [Sue's Blog on Differentiated Instruction](#) -
- [Tiered Lessons - What are they?](#) - A good description of tiered lessons and practical strategies for their implementation.

Samples

- [A Differentiated Web Site on Explorers](#) - A very slick site - color coded links for basic, moderate, and advanced level.
- [Bellingham, Washington School's Online Research Investigations](#) - Outstanding example of web based research investigations using Jamie McKenzie's model for a research cycle (authored and copyrighted by Jamie McKenzie)
- [Bernie Dodge's Web Quest Site](#) - Bernie Dodge was the originator of the web quest process. His site features high quality web quests in all content areas, background information and training materials
- [Civil War PowerPoints](#) - We'll look at these PowerPoints when we look at using PowerPoint to establish an eLearning Center. Click on the PowerPoint link on the left hand side.
- [Differentiated Instruction Templates](#) - These templates may be useful 'as is', to be modified for your particular purposes, or help clarify the concept of differentiated instruction.
- [Emily Thompson's Web Quest Page](#) - Emily has set up an excellent start page for understanding the purpose of web quests as well as links to the best collections of web quests.
- [High School Math Example of Tiered Instruction](#) - Here is a good explanation of how tiered instruction works in one class at the high school level.
- [Mrs. Benjamin's Classroom Web Site](#) - An excellent example of a web site that offers differentiated instruction opportunities.

http://www.openc.k12.or.us/reaching/tag/dcsamples.html



r.us/reaching/tag/dcsamples.html

REACHING ALL STUDENTS

High-End Learners Special Ed. English Language Learners

OPEN Oregon Department of Education

OPEN > Reaching All Students > High-End Learners > Curriculum Samples > Differentiated Curriculum Samples

Differentiated Curriculum Samples

Title	Size	# Pages	Page #	Eng La	SS	MT	SC	Grade Level Range			
								K-3	4-5	6-8	9-12
Fairy Tale	159K	4	3	x				x			
National Symbols of Patriotism	244K	7	7	x				x			
Timeline Famous Person	203K	7	14	x	x			x			
People Change Our World	168K	6	21	x			x	x			
Map Making: Neighborhoods	174K	8	27		x			x			
Geometric Shapes Primary	180K	6	35			x	x	x			
Earth Worms	403K	17	41				x	x			
Tadpoles	186K	11	58				x	x			
Solar System	179K	8	69	x			x	x			
Classroom Data	201K	7	77	x		x		x			
Measuring the Classroom	166K	6	84			x		x			
All Samples (K-3)	862K	90						x			
Political Systems	185K	7	6	x	x				x		
Historical Interpretation	215K	12	13	x					x		
Predict Change In Nature	185K	6	25		x	x	x		x		
Earth Science	134K	5	31	x	x	x	x		x		
Climate and Weather	154K	4	36	x	x	x	x		x		
Transformation of Energy	146K	4	40	x			x		x		
Planets	177K	4	44	x		x	x		x		
Cafeteria Cost of Effectiveness	204K	6	48	x	x	x	x		x		
Linkage Over Time	181K	9	54	x	x				x		
Current Social Issues	160K	6	63	x	x				x		
Point Of View	165K	6	69	x	x				x		
Declaration Of Independence	205K	8	75	x	x				x		
Historical Biographies	175K	7	83	x	x				x		
Figurative Language	156K	6	91	x					x		
Literature Characters - Revolutionary War	218K	9	96	x	x				x		
Oregon Regions	162K	6	105		x				x		
Oregon Trail: Measurements	187K	7	111		x	x			x		
Geometric Shapes: Intermediate	144K	4	118			x			x		
Qualities Of Character	182K	7	122	x					x		
All Samples (4-5)	1062K	128							x		
Significant Event: Life Changing Experiences	244K	10	6	x						x	
Specific Gravity	130K	6	16	x		x	x			x	
Character Analysis	208K	8	22	x						x	
Story Of Me - A Monologue	237K	10	30	x						x	
Script To A Play	171K	5	40	x						x	
Protagonist/Antagonist Debate	160K	5	45	x						x	
Flowers For Algernon	242K	11	51	x						x	
Agriculture Throughout Civilization	165K	12	62	x	x					x	
The Medium Is The Message	179K	6	74	x	x					x	
I Will Fight No More Forever	193K	7	80	x	x					x	
Analyzing The Plot	140K	3	87	x						x	
Interpreting Literature: A Rose For Emily	260K	11	90	x	x					x	
Government Powers	190K	8	101	x	x					x	

Setting the Context:

Curriculum Samples

Learn About Components

Sample Lessons

More Resources

Support

http://www.funlessonplans.com/differentiated_instruction.htm



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Investigations encourage individual students to work to their best ability through "choose your challenge level" activities. Investigations included for each unit are designed to meet the needs of students with a range of learning styles and abilities.

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